



WHITMIRE HIGH

2597 Hwy. 66
Whitmire, S.C. 29178

Grades	6-12 Middle School	
Enrollment	260 Students	
Principal	Joey L. Haney	803-694-3400
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

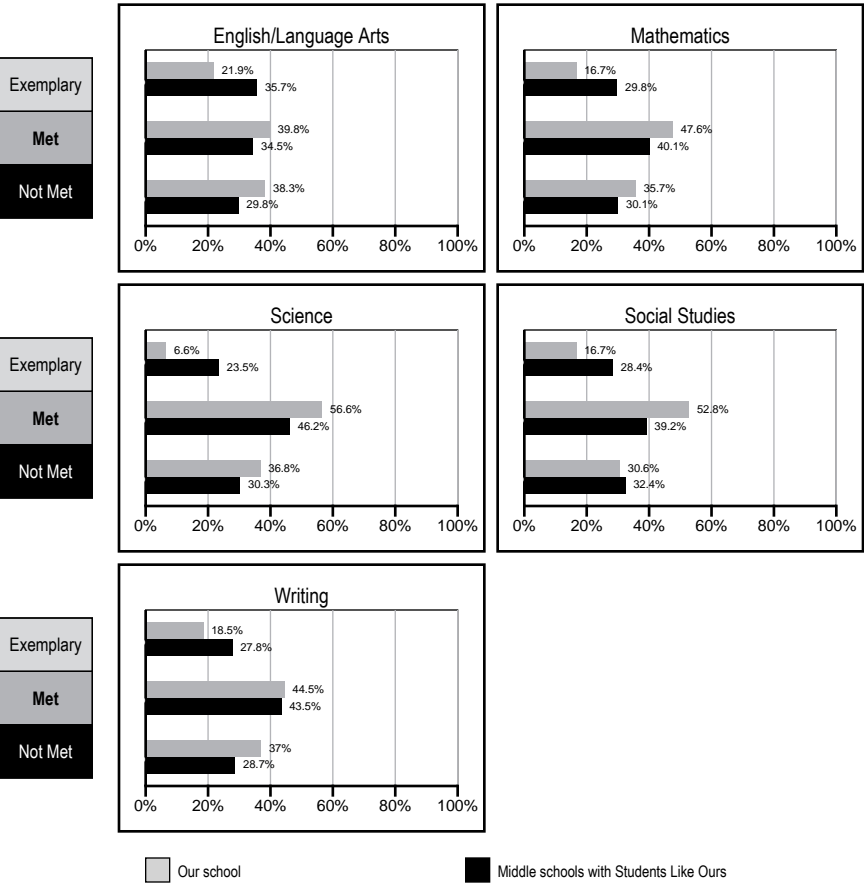
99.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	9	51	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.6%
English 1	100.0%	97.9%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=260)				
Students enrolled in high school credit courses (grades 7 & 8)	14.7%	Up from 4.1%	24.8%	24.2%
Retention rate	2.4%	Down from 3.5%	0.7%	0.7%
Attendance rate	94.4%	Up from 93.9%	95.6%	95.9%
Eligible for gifted and talented	8.3%	Down from 9.0%	18.7%	16.4%
With disabilities other than speech	14.0%	Up from 13.7%	13.3%	12.0%
Older than usual for grade	9.2%	Down from 9.4%	2.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 1.2%	0.7%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	61.5%	Up from 53.8%	60.0%	58.5%
Continuing contract teachers	100.0%	Up from 92.3%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	2.5%	4.0%
Teachers returning from previous year	79.1%	Up from 66.5%	85.7%	84.6%
Teacher attendance rate	94.9%	Down from 96.6%	95.3%	95.4%
Average teacher salary*	\$49,216	Up 3.7%	\$46,928	\$46,561
Professional development days/teacher	14.5 days	Down from 15.4 days	10.2 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 17.7 to 1	21.6 to 1	21.1 to 1
Prime instructional time	87.9%	Down from 88.4%	90.2%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	98.1%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,245	Up 5.0%	\$7,670	\$7,802
Percent of expenditures for instruction**	60.6%	Up from 59.2%	64.5%	63.8%
Percent of expenditures for teacher salaries**	54.9%	Up from 53.9%	61.2%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Whitmire Community School is a PreK-12 facility located in northern Newberry County. The school has been referred to as the hidden secret of the Sumter National Forest. In 2003, Whitmire Elementary (PK-6) and Whitmire High (7-12) joined together to form one school with one mission. WCS is accredited by the Southern Association of Colleges and Schools, a South Carolina Reading First School, and an SREB/SDE High Schools That Work site. The Palmetto Gold & Silver Awards Program recognized the elementary school (2006-2007) and the high school (2005-2009). WCS was also recognized as Summa Cum Laude by the SDE for SAT performance.

Our classroom instruction is based on South Carolina curriculum standards with our focal point being reading and writing instruction. Reading and writing instruction is integrated across all content areas and the responsibility is equally shared by all of our teachers, students, parents, and the community. Teachers across all content areas recognize "Writers of the Month" each quarter at the success assemblies. Family message journals, the Wee Deliver Postal System, author visits, Family Read-in Night, Reading with the Wolverines, and Read Across America Week provide authentic writing and reading opportunities throughout our school and community. The school was successful at hosting its first Math and Science Night for all students and parents to promote standards-based projects and build interests in the content areas.

We continued a Measure of Academic Progress assessment program for grades 1 through 10 to measure student growth in Reading, Language Usage, and Mathematics to identify each student's strengths and weaknesses. Our Leadership Team will examine and have data meetings with grade-level teams and individual teachers concerning student performance on MAP, PASS, HSAP, SAT, ACT, Odyssey, A+ Software, Dominie, and classroom assessments to establish goals and objectives for ongoing school improvement. The teachers received professional development on creating assessments that are on target with the state standards. The staff was also provided time to share assessments with peers for feedback. A daily enrichment period was scheduled for grades 3-8.

With the available technology such as Smartboards in every classroom on campus, WCS continues to integrate technology into daily instruction. Teachers shared with their peers a variety of instructional and technology strategies and best practices. The use of technology in the classroom was also a focal point on professional development days and mini-sessions were also offered after school for the staff.

We will continue to promote our unique PK-12 setting, use it to the advantage of student achievement, and work toward our mission of providing a safe, nurturing environment and collaborating with families and the community, to prepare all of our students for success.

Joey L. Haney, Principal
Todd Johnson, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.0%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	126	99.2	40.3	37	22.7	79	78.9	83.5	Yes	Yes
Gender										
Male	74	98.7	49.3	31.9	18.8	71	75.6	80.1	N/A	N/A
Female	52	100	28	44	28	90	82.3	87	N/A	N/A
Racial/Ethnic Group										
White	97	99	38.9	33.3	27.8	78.9	88.4	89.6	Yes	Yes
African American	29	100	44.8	48.3	6.9	79.3	67	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	17	100	N/A	N/A	N/A	35.7	46.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	75	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	81	98.8	48.7	42.1	9.2	69.7	72	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	126	99.2	36.1	48.7	15.1	78.2	76.4	80.4	Yes	Yes
Gender										
Male	74	98.7	43.5	42	14.5	72.5	73.4	78.4	N/A	N/A
Female	52	100	26	58	16	86	79.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	97	99	34.4	50	15.6	78.9	86	87.8	Yes	Yes
African American	29	100	41.4	44.8	13.8	75.9	64	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	76.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	17	100	85.7	7.1	7.1	35.7	42.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	75.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	81	98.8	46.1	44.7	9.2	71.1	68.7	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	80	100	36.8	56.6	6.6	63.2	60	67.3
Gender								
Male	46	100	40.9	54.5	4.5	59.1	60.2	66.9
Female	34	100	31.3	59.4	9.4	68.8	59.7	67.7
Racial/Ethnic Group								
White	58	100	33.3	57.4	9.3	66.7	74.7	79.6
African American	22	100	N/A	N/A	N/A	54.5	42.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	54.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	14	100	N/A	N/A	N/A	27.3	31	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	52.5	58.6
Socio-Economic Status								
Subsidized meals	52	100	42.9	53.1	4.1	57.1	48.3	55.4

Social Studies

All Students	77	100	30.6	52.8	16.7	69.4	66.5	70.9
Gender								
Male	44	100	34.1	53.7	12.2	65.9	64.6	70.1
Female	33	100	25.8	51.6	22.6	74.2	68.5	71.7
Racial/Ethnic Group								
White	57	100	25	57.7	17.3	75	78.8	79.2
African American	20	100	45	40	15	55	49.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	70.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	34.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	68.9	68
Socio-Economic Status								
Subsidized meals	48	100	37.8	53.3	8.9	62.2	56.9	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	125	99.2	37	44.5	18.5	63	64.5	72.1	94.5	95.7
Gender										
Male	73	98.6	49.3	40.6	10.1	50.7	55.6	65.2	94.4	95.6
Female	52	100	20	50	30	80	73.6	79.2	94.6	95.9
Racial/Ethnic Group										
White	96	99	37.8	43.3	18.9	62.2	76.6	80.8	94.2	95.8
African American	29	100	34.5	48.3	17.2	65.5	49.7	59.7	95.3	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60.3	64.6	N/A	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98.8
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	14.3	22.3	27.7	94.5	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	57.7	63.7	N/A	96.2
Socio-Economic Status										
Subsidized meals	80	98.8	43.4	42.1	14.5	56.6	54	61.9	93.6	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	38	100	41.2	41.2	17.6	58.8
	7	40	100	35.1	43.2	21.6	64.9
	8	34	100	45.5	36.4	18.2	54.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	50	100	35.4	39.6	25	64.6
	7	33	97	37.9	48.3	13.8	62.1
	8	43	100	47.6	26.2	26.2	52.4
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	38	100	29.4	58.8	11.8	70.6
	7	40	100	35.1	51.4	13.5	64.9
	8	34	100	54.5	36.4	9.1	45.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	50	100	29.2	50	20.8	70.8
	7	33	97	34.5	51.7	13.8	65.5
	8	43	100	45.2	45.2	9.5	54.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	19	100	55.6	33.3	11.1	44.4
	7	40	100	35.1	62.2	2.7	64.9
	8	17	94.1	31.3	56.3	12.5	68.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	26	100	36	56	8	64
	7	32	100	37.9	58.6	3.4	62.1
	8	22	100	36.4	54.5	9.1	63.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	19	100	12.5	81.3	6.3	87.5
	7	40	100	48.6	37.8	13.5	51.4
	8	17	94.1	40	46.7	13.3	60
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	24	100	4.3	73.9	21.7	95.7
	7	32	100	51.7	41.4	6.9	48.3
	8	21	100	30	45	25	70
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	38	97.4	42.4	39.4	18.2	57.6
	7	41	97.6	37.8	43.2	18.9	62.2
	8	36	97.2	32.4	61.8	5.9	67.6
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	49	100	37.5	47.9	14.6	62.5
	7	33	97	37.9	37.9	24.1	62.1
	8	43	100	35.7	45.2	19	64.3

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